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ABSTRACT

Guidelines for developing school programs for behaviorally disordered (BD) youth, including program descriptions, and program staffing are presented. It is suggested that four concerns need to be addressed in the development of an educational program: (1) developing a program philosophy and general program goals for BD students, (2) identifying staff roles, (3) establishing the procedures and structure for accomplishing program goals, and (4) deciding where in the district the BD program should be placed. The following advantages of developing a program description are noted: communication problems can be avoided; the building administrator can more effectively supervise the program; and public relations are enhanced when the school can communicate in clear terms. Role descriptions for staff members, which can help to clarify individual and team responsibilities and simplify the hiring process, are discussed. The way that disciplinary procedures can be structured in the school setting to include most unacceptable behaviors is examined; and examples of extremely serious behaviors, serious behaviors, and moderately inappropriate behaviors are listed. The following materials developed by Monroe Middle School, Iowa, for a special class with integration for emotionally disabled students are presented: a program description, statements of role responsibilities, a policy for removal of a student from special education, and criteria for less/more restrictive environments. (JFW)

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MONOGRAPH SERIES in BEHAVIOR DISORDERS

Monograph 2:

Developing a School Program...

EC151984

Midwest Regional Resource Center
Drake University
Des Moines, Iowa

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Monograph 2:

Developing a School Program for Behaviorally Disordered Students

Ronald M. Rice

Edited and Disseminated by
Midwest Regional Resource Center
Drake University
Des Moines, Iowa

March, 1982

This monograph is designed to provide teachers and administrators with information on behaviorally disordered students. It is one of a series of seven. The other monographs in the series are:

1. Myths of Behavioral Disorders
2. Developing a School Program for Behaviorally Disordered Students
3. Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include and Strategies for Building Support
4. Reintegrating Behaviorally Disordered Students Into General Education Classrooms
5. Positive Approaches to Behavior Management
6. Practical Approaches for Documenting Behavioral Progress of Behaviorally Disordered Students
7. Excerpts from: Disciplinary Exclusion of Seriously Emotionally Disturbed Children from Public Schools

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DEVELOPING A SCHOOL PROGRAM FOR BEHAVIORALLY DISORDERED STUDENTS

Ronald M. Rice
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How do schools go about developing a school program for behaviorally disordered (BD) students? School districts and building administrators have been asking this question in increasing numbers over the past few years. The answer, given the risk of oversimplification, is for schools to develop BD programs in the same way that schools develop any other type of instructional programming. The elements of program development are essentially the same whether the program being developed is for BD students or for general education students.[1] "What is the program to do?" "Who will do it?" "How will they do it?" and, "Where will they do it?"

The major difference between programs for BD and general education students is the intensity of the programs. It is a sure bet that any mistakes made in developing the BD program will become immediately, and sometimes painfully, aware to the developer.

Leadership for Program Development

If the process of developing programming for BD students is essentially the same as for developing programming for general education students, then another common question can usually be answered. "Who has the overall responsibility for development of the BD program?" In most districts the person responsibile, and rightfully so, for the

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[1] The term "general education students" is used to indicate those who comprise the mainstream of the school population.

development of any program is the principal of the building where the program is to be housed.

Strong leadership in the development of any program is essential if implementation is to be successful. This is doubly true for high intensity programs such as those for BD students. It only stands to reason that if the building principal is to implement BD programming and be responsible for its outcomes, the principal should be motivated to provide the strong leadership necessary to develop a program of high quality. It is much easier to maintain a program of high quality than one which does not work very well. It is, therefore, in the principal's self-interest to develop a program of the highest quality possible.

There is one other significant factor in considering a general framework for the development of programming for the BD student, and that is the degree to which such programming is to interface with other already established instructional programs. The assumption here will be that the BD program should have many of the same program characteristics as any other instructional program. The BD program, as much as possible, should be an integral part of the total school. It would appear that the building principal is best suited to accomplish this integration, and that the tools needed to do the job are the same ones which worked in developing the other school programs.

Whether or not you choose to use the same format for BD program development as you do for the development of other programs, it is important that you establish some format for development. Whether or not you choose to make the building administrator responsible for BD program

development, it is important that someone be responsible. Once the general framework is set and a person is assigned the responsibility to oversee development, there are some basic questions which must be answered in the planning process.

The Importance of Planning

The importance of sound planning cannot be underestimated in the development of programs for BD students. One only needs to recall that many of these students have practiced for years their "how to sabotage efforts to help them" behaviors. They are experts at picking apart weaknesses around them, whether it be in the program design, in instructional personnel, or in others in the class. A poorly developed program can either victimize the students it serves, or be victimized by those same students.

It was mentioned in an earlier paragraph that four questions needed to be addressed in the development of an educational program. Those four questions will now be addressed in the context of developing a program for BD students.

What is the program to do? Knowing what you want to happen with the students who have been identified as being behaviorally disordered greatly increases the probability that what you want to happen, will. This certainly should not come as a surprise to administrators, who for years have been encouraging teachers to set objectives for what they do.

The development of a program philosophy and the setting of general program goals for BD students, however, is difficult for most school administrators as they do not fully understand the nature of such students.

Again, the comparison to regular programming needs to be made. How often do administrators oversee the development of philosophies and goals for programs that they do not fully understand? How many administrators fully understand reading, chemistry, physics, trigonometry, Spanish, electricity, shorthand and horticulture? The answer, most likely, is not very many. The same is true for BD programming.

What do administrators do when developing regular programs? Generally, they ask the experts, and the same holds true for BD programs. What do experts in the field of behavioral disorders say are appropriate goals for BD students? What have others done in programming for BD students? What do parents want for their BD children? What does the state expect?

The answers to the above questions form the framework for the local school's decisions about their own particular program. This is an important point; for after hearing what everyone else thinks the local school ought to do, the local school must decide what they will do, given, of course, those parameters mandated by state and federal law.

One school, Monroe Middle School in Mason City, Iowa,[2] used the following procedures for development of overall program direction. A school psychologist, a school social worker, and an educational consultant in the field of behavioral disorders met with the building principal during the early months of the summer prior to implementation of a newly authorized BD program. The goal of this group was to reach consensus on the overall parameters of the new program. Once tentative agreement

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[2] Monroe Middle School will be used often as an example of program development as the author is most familiar with that school's programs.

was reached by this group, a program description was written and submitted to the local district's central office and to representatives of the state department for review and modification. This process resulted in a program description that was understood and agreed to by all the parties involved in overseeing the program. That description follows:

SPECIAL CLASS WITH INTEGRATION
FOR EMOTIONALLY DISABLED STUDENTS (ED-SI)

Monroe Middle School
Mason City, Iowa

Criterion for Entry

The special class with integration for emotionally disabled students will serve students who have exhibited a history of maladaptive behavior. This maladaptive behavior has made total integration inappropriate. Immediate partial integration will begin upon entry into the special class with integration for emotionally disabled students.

General Program Goals

The special class with integration for emotionally disabled students will help students:

1. Develop the capacity to problem solve.
2. Develop the capacity to accept self and others.
3. Develop self-control and the ability to accept the consequences of one's own actions.
4. Develop basic academic skills.
5. Prepare for entry into a less restrictive environment.

Class Size

The special class with integration for emotionally disabled students will serve twelve to fifteen youngsters. Class size will be determined primarily by the degree of severity exhibited by the students enrolled.

Intervention Strategies

A. Academic

The special class with integration for emotionally disabled students was designed to serve students who have exhibited a history of maladaptive behavior which has made total integration in a regular school program inappropriate. These students may or may not exhibit possible impairment in academic functioning. However, immediate partial integration is appropriate

and will begin upon entry into the special class with integration for emotionally disabled students.

B. Behavior
A behavior management system has been developed that includes the use of the following techniques:

1. Targeting behaviors for individual's growth and group participation.
2. Behavior contracting.
3. Token economies.
4. Use of natural and logical consequences.
5. Teaching self-control.
6. A step approach to time-out.

Time-out procedures used will be designated by the teacher.

C. Affective
The use of the advisor-advisee system, group discussion and personal enrichment activities will be utilized to promote individual emotional and social growth.

Parent Involvement
Parent involvement is mandatory in the placement, planning and review phases of the educational process. It is also necessary that parents accept some responsibility in managing the behavior of their child. Should it become necessary to remove the student from the school setting (for endangering others or himself/herself, damage to property, refusing to go to time-out, or disrupting time-out), the parent must assume supervisory responsibility for the student.

Many problems can be prevented by developing a program description. First, communication problems can be avoided because all the principal parties were informed of the direction and intent of the program, before it was implemented. Secondly, the building administrator, because of the involvement in setting the overall parameters, can more effectively supervise the program. He/she has a "working understanding" of the program and need not abdicate his/her supervisory responsibilities because it is unfamiliar territory.

Thirdly, public relations are enhanced as the school can communicate, in clear terms, with the public regarding the purposes of the BD program.

Who will do it? The obvious answer to this question is the teacher, but that cannot be all of the answer. While the teacher is obviously the key person in the program, as is the teacher in most any successful instructional program, other people must be involved.

The intensity of effort required of teachers who work with BD students is such that it is grossly unfair, and ineffective, to expect that the teacher alone be responsible for implementing the entire scope of the program.

One of the unfortunate results of expecting the teacher to single-handedly carry out programming is that the subsequent stress often "burns out" the teacher and either the teacher quits and must be replaced, or worse, becomes complacent and ineffective. It is a rare teacher who can skillfully and enthusiastically perform all the tasks needed for an effective BD program.

If the teacher cannot do it all, who else needs to be involved? The answer to this question may vary from district to district and from program to program, but whatever the answer, a system should be developed so that all involved with the program understand the answer before the program is begun. This is important if you are to avoid hurt feelings and miscommunications.

Monroe Middle School solved this problem by identifying the various roles necessary for effective programming and then assigning those roles to the staff assigned to the program. It should be noted this is not a one time issue as staff members leave the program and are replaced, develop new skills, change interests and/or working relationships. Roles must be continually redefined and sometimes reassigned as a result.

The process used at Monroe is based on the following assumptions:

1. Status, or how people feel about their importance, is a critical ingredient in successful programming.

2. No one person can operate effectively with BD students without the help of the others.

3. Everyone can affect the decision-making process and is an advocate for the students.

Given these assumptions, everyone assigned to the program has responsibility for a particular aspect of it. Some examples follow.

Teacher - The teacher is primarily responsible for the ongoing development and implementation of the classroom curriculum, instructional methodologies and for achievement testing. The teacher is to collect and submit behavioral data regarding students to the multi-disciplinary team and is expected to implement behavioral plans developed by the team.

Multi-disciplinary Team (school psychologist, school social worker, and BD consultant) - The multi-disciplinary team is primarily responsible for synthesizing data regarding students and for developing behavioral treatment methodologies and procedures to be used by the teacher.

Parents - Parents are involved in data collection, decision-making and treatment implementation throughout the process.

Students - Students share responsibility in data collection and decision-making.

Administration - The building administrator is primarily responsible for governing the entire process by interpreting the boundaries of decision-making for the group (laws, rules, policies - all limit the group's freedom to make decisions as they wish) and by facilitating the repair of breakdowns in the process should they occur. The building administrator is also the chief decision-maker in the process. This does not necessarily mean that the administrator makes all the decisions, but it does mean that no decisions are made within the program with which the administrator does not concur. If agreement cannot be reached at the building level, appeal is made to the next higher administrative level.

These are general role descriptions and are not considered to be "carved in stone," for obviously a teacher or parent may have the "best" plan for a particular student and it would be folly to reject the plan because it did not come from the multi-disciplinary team. The whole process is based on teamwork - pooling of resources to come up with the best plan for dealing with each problem that occurs.

The greatest advantage of this process is that no one person has to carry the entire weight of the program. The teacher does not have to be the expert on curriculum and behavior management. The social worker does not have to be an expert on social studies instruction. The parent does not have to manage the program. The administrator does not have to be an expert on instruction for the handicapped. Everyone can focus on maintaining expertise in his/her assigned area and because the range of expertise is limited to one or two areas, it is possible to expect higher levels of performance from people assigned to each of those areas.

Role assignment, such as mentioned above, gives status to each of the team members as every member has an important contribution (his/her specific expertise) to make to the program. The feeling of status, or of making a contribution, that role assignment creates is one way to build or increase the self-worth of the team members.

The process of role assignment is also a great help in hiring new staff or replacement staff should an original staff member leave. If the teacher leaves, for example, the school can limit its search for a replacement to those candidates who are strong in the curricular areas. If the consultant leaves, the school or agency seeking a replacement searches for candidates strong in behavior management. In other words,

the search for replacements can be limited to only those candidates who have expertise in the specific area in which they will be assigned. It is certainly easier to find a teacher who is highly competent in curriculum versus finding a teacher who is highly competent in curriculum and behavior management and program management.

In the hiring of teachers, or other personnel, who are to be involved in BD programming, there are several final considerations.

1. There is nothing really "special" about special education, other than it requires good teaching. Few, if any, of the methodologies or techniques employed in BD classrooms, or any other special education classroom, are unique only to those classrooms. In the great majority of cases, the methodologies and techniques used by good teachers in effective general education classrooms are the same methodologies and techniques used in the BD classroom. It would seem that the basic skills of teaching are really the same for BD and general education teachers. A BD teacher most likely will use his/her skills in behavior management (i.e. motivational skills, reinforcement skills, and so forth) more often and with greater intensity than the general education teacher, but the skills being applied in both instances are the same.

   The point being made is that when hiring BD teachers the administrator involved in the hiring does know something about the BD field because he/she understands good teaching. BD teaching certification, special training, and other impressive credentials all increase the probability that the administrator is hiring a good BD teacher, but only if the basic question, "Would this candidate be hired for a general education classroom teaching assignment?" can be answered in the affirmative.

2. Communication between BD personnel and general educators can be a problem. It is wise, then, to consider the communication skills and personalities of the persons seeking BD positions. It is appropriate to ask, "How will this person fit into the building?" "Will he/she 'stick out' as being different?" and "Can this person effectively work with the present general education staff?" These are important questions. In some areas there is a stereotype of BD teachers which portrays them as being "as strange as the kids they work with." This stereotype can adversely impact on the BD program,

especially in those programs requiring that BD students be integrated into general education classrooms, if the general education teacher sees the BD teacher as being "weird" or "difficult to work with."

3. There appears to be a shortage of high quality candidates for BD teaching positions. What does an administrator do if there are no candidates available with whom he/she is satisfied? This is certainly a difficult problem. In many cases there is pressure to begin a program from parents, the state, or the regular school establishment. Responding to such pressure by hiring any "body" for the BD position may cause more problems than it solves.

   There are at least two other ways to handle this problem: a) do not begin the program until a satisfactory teacher can be found, and b) hire someone on a tentative basis, a long term substitute for example, and make it clear to all involved that the search for a satisfactory teacher will continue until one is found.

How will they do it? The answer to this question is difficult. It really depends on how the first two questions *(What...? and Who...?)* were answered. The governing philosophy of the program and the people who work in it are real factors in determining how it will be accomplished.

There are, however, some generalities that can be made. First, it is fairly well accepted that behaviorally disordered students can best operate in a structured environment, one in which they can, with reasonable accuracy, predict the outcomes of their behavior. Secondly, those who work in BD programs also benefit from the security of being able to predict certain outcomes. Given that these generalities are true, it seems apparent the school should do what it can to provide structure and predictability in the BD program.

Discipline is one area which best exemplifies the above generalities. Students and staff alike want to know what the exact limits on behavior are and what will happen to those students who comply with the limits

or with students who do not comply. They also tend to operate much better if they are aware of these rules and procedures and if such rules and procedures are consistently and humanely implemented. This, it is certain, comes as no surprise to anyone in education, but often the obvious is overlooked.

Disciplinary procedures for BD students, in order to be most effective, must be well organized and tightly structured. The following process illustrates how disciplinary procedures could be structured in the school setting to include practically any unacceptable behavior.

First some assumptions: 1) students are in BD classrooms because of inappropriate behavior and not because they cannot spell, read or compute; 2) the school cannot be solely responsible for teaching students appropriate behavior; 3) an ounce of prevention is worth a pound of cure.

The first step in the process is to identify those behaviors which are not acceptable and order them in terms of the degree of seriousness and resultant consequences. An example is as follows.

I. Extremely Serious Behaviors

A. Behavior not acceptable under any circumstances.

1. Physical violence to self or others.
2. Possession and/or use of drugs, alcohol, and weapons.
3. Damaging property.
4. All illegal acts.

B. Consequences: All Level I behaviors will be reported to the police and/or the probation office through the principal's office.

II. Serious Behaviors

A. Behavior not acceptable in school.

1. Possession and/or use of smoking materials.
2. Verbal and non-verbal threats to others.
3. Loitering around buildings and grounds.
4. Being in unauthorized parts of the building.
5. Any behavior which disrupts classes.
6. Refusing to go to "time-out." 3
7. Disrupting "time-out."

B. Consequences: All Level II behavior is to be reported to the principal's office which, in turn, will take the appropriate disciplinary action (confer, warn, assign detention(s), suspend).

III. Moderately Inappropriate Behavior

A. Behavior not acceptable in the classroom.

1. Refusing to follow teacher's directions.
2. Talking out, interrupting.
3. Repeated complaining.
4. Inappropriate gesturing.
5. Tampering with school equipment (i.e., lights or pencil sharpener).
6. Swearing.
7. Abuse of materials.
8. Abuse of furniture.
9. Roughhousing.
10. Making noises (i.e., clicking tongue, tapping pencil or dropping books).
11. Leaving designated area (i.e., out of seat or leaving room).
12. Does not begin work within a reasonable time period.
13. Other.

B. Consequences: Teacher will determine and take appropriate action and document the action taken.

In the absence of a specific behavior plan to the contrary, the following procedures are to be followed:

1. Reward complying students for appropriate behavior in an attempt to extinguish the inappropriate behavior.

2. Warn (verbally and visually) about the unacceptable behavior, clarifying expectations and consequences.

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3 "Time-out" is defined as short term removal from a classroom to a non-reinforcing and non-punitive environment.

3. Cause the student to lose points, if point system is being used.

4. Restrict student to seat or other loss of privilege.

5. Isolate student in room.

6. Cause student to conference with support team.

7. Remove student from room - "time-out."

8. Other, as appropriate.

There are some details which must be addressed if procedures such as the above are to work. First, a procedure must be developed which insures that someone has responsibility for the student at all times and that everyone knows who has the responsibility at any one time. One solution might be for the classroom teacher to assume responsibility until the student is either sent to "time-out," leaves the room, or is directed to go to "time-out," but refuses to go. The building administrator, then, would assume responsibility for students in the "time-out" area and for those students who leave the room without permission, or refuse to go to "time-out." This solution is workable only if there is a trusting relationship between the teacher and administrator so neither feels as though the other is "dumping" his/her problems on the other.

Another area which needs to be addressed is enlisting the cooperation and support of the parent, the guardian(s), or other agency (i.e., probation, social services, and so forth). This area is critical, if any system of discipline is to work, especially with the more severely disabled students. While the school alone often does not have the "clout" necessary to effect change in some students, others may; so seek them out and enlist their support. One of the best ways to do that may be to carefully explain what the program is trying to do for

the student and how the other person or agency can help do it. Most people want things to go better for the student, but many do not know what to do to help, so tell them. Clearly explain, trying to avoid "educationalese," the program and ask for their commitment to help. Ask them in to see the program in action and provide them with a short written description of the program they can take home to remind them of what they have seen. Monroe Middle School uses the following format for their written description.

SPECIAL CLASS WITH INTEGRATION
FOR EMOTIONALLY DISABLED STUDENTS (ED-SI)

Monroe Middle School
Mason City, Iowa

What is it?
The special class with integration for emotionally disabled students is a special education classroom set up for students who have had difficulty learning in the regular school program because of their emotional problems. No more than twelve students may be assigned to this class. This allows the teacher to give each student a great deal of individual help.

Special class with integration means that the students in this class cannot and will not take all of their school work in this special class. The students must spend a part of their school day enrolled in regular school courses with regular school students. This is possible because only students with less severe emotional problems will be allowed in the class. The students will, however, usually spend more than two hours a day in the special classroom.

Why have such a class?
Many students have problems that prevent them from attending most regular classes. Many may, however, find success in some of the regular classes. The law states that schools must provide for these instances by keeping the students in the "mainstream" as much as possible.

What are the goals of the class?
1. To help each student to develop his/her ability to solve common everyday problems.
2. To help each student understand and accept himself/herself and others.

3. To help each student control his/her behavior and to accept the consequences when he/she cannot.
4. To help each student improve his/her basic academic skills (reading, writing, arithmetic, etc.).
5. To prepare each student for more and more regular class attendance.

How does the school go about reaching these goals?
Each student is examined by a team of special educators (teachers, psychologists, social workers, consultants), who report their findings to the student and the parents. These people, including the parents, then develop an individual education plan (IEP) for the student. This plan, which deals with the specific characteristics of each student, describes which goals are going to be emphasized and how they will be reached.

Generally, an individual program will be set up for each student in the basic skill areas. A system will also be set up to deal with individual and class misbehavior. Class discussions and individual activities will be used to improve the student's attitudes and his/her ability to get along with others.

One special way in which the teacher will deal with unacceptable behavior is called "time-out." "Time-out" simply means that the teacher will remove the student from the class activities or the classroom, if necessary, when the student does not follow the teacher's directions.

What are parents expected to do?
Parents must be involved in the placing of their child into this classroom. They must sign a placement form and a form that allows Area Education Agency specialists (psychologist, social worker, consultant, etc.) to monitor and evaluate their student's progress. They must also participate in the planning, implementation, and review of their student's individual education plan (IEP).

Finally, they must agree to come and get their student, or arrange for some other responsible adult to do so, should it be necessary to remove their student from the Monroe building. Generally, students will not be removed from the building unless all other alternatives have been tried. Reasons for removing a student might be: that he/she injured another student, that he/she damaged someone else's property, refusal to go to the time-out room, not following the time-out room rules. There may also be other instances when removing the student from the school building will be in the best interest of the student and the school.

How can I get more specific information about this special program?
Visit Monroe Middle School and see the programs in action. This can be arranged by calling the principal at 421-6301. If a personal visit is impossible, just call the principal who will attempt to answer any questions you might have.

Parents are asked to support the school by making themselves, or someone close to them, available in case their child's behavior is such that the child can no longer remain at school. The parents are asked in advance to make arrangements for supervising their child when the child must leave the school prior to the end of the school day. The following form is used in that regard.

Arrangements for Removal of a Student From the
Area-Wide Special Education Programs at
Monroe Middle School

When a student is placed in any of the district-wide special education programs at Monroe Middle School, the student's parents/guardian must assume the responsibility for removing the student from the school building should that become necessary. It should be understood that removal of a student will not be requested until school personnel have tried all other alternatives to removal. Students will only be removed for serious problems such as: injury or threat of injury to another person, damage to school or personal property, refusal to go to time-out, not following time-out rules, illness, etc.

Should removal become necessary the school must be able to contact the parent/guardian or other responsible person to request that they arrange the student's removal. Please list below, in the order you wish them to be called, your name and phone number and the name and phone number of another responsible person who will be available to remove your student from the school building.

Name	Relationship to Student	Phone Number
Name	Relationship to Student	Phone Number

A third important area which must be considered in using procedures such as these is the rigidity with which the procedures are applied. "Does the school make exceptions?" The answer is, "Of course." Exceptions are made based on what will benefit the student most. No set of procedures or rules should be so rigid that the best interests of the student must be sacrificed simply to follow procedures. Procedures do, however, provide a framework from which to operate and are certainly helpful when decision makers are unsure of what to do in a particular instance.

A lot of attention has been given here to the establishment of a set of procedures for handling discipline in a BD program, and rightfully so, for many problems can be avoided through the development and use of such procedures. There are also other important areas where the development of procedures and/or set criteria can help answer the question, "How will they do it?" This area concerns decision-making relative to when a student should move into or out of a particular BD program.

Most, if not all, BD programs have entry or placement procedures dictated by state or local policy. Who gets in, and why, are generally spelled out clearly in the policy regulations, so attention will not be given that particular facet of programming. Procedures for moving a student from one program to another or from little "mainstreaming" to extensive "mainstreaming" are not so well documented. This area, however, can present problems if procedures for movement and criteria are not known in advance.

Students, and their parents, often feel trapped in special programs and feel that no matter what they do, they cannot escape the special

program. Set procedures and criteria for movement allow the student, and parents, to see the end of the tunnel, perhaps a less restrictive placement, thus providing motivation for improved behavior. Other students may not be placed in restrictive enough an environment or choose a course of non-cooperation with the school. In such instances, it is helpful to illustrate to the student exactly where his/her behavior will lead, perhaps a more restrictive placement. Such procedures also help reduce subjectivity in decision-making by quantifying and qualifying student behavior.

The following exemplifies criteria which could be considered when a decision to move a student to a more, or less, restrictive environment must be made.

SPECIAL CLASS WITH INTEGRATION FOR EMOTIONALLY DISABLED STUDENTS

CRITERIA FOR LESS RESTRICTIVE ENVIRONMENT (Including integration into more "mainstream" classes)	CRITERIA FOR MORE RESTRICTIVE ENVIRONMENT
Successful integration for six to nine weeks:	
A. Target goals in the special class are being met.	A. Present integration is not successful 1. Student is not following classroom rules 2. Student is not completing classroom assignments 3. Quality of work is poor 4. Student is having difficulty competing academically
B. Expectations during unstructured times are being met 1. Follows rules during lunch 2. Follows rules during passing times	B. Expectations during unstructured times are not being met 1. Does not follow rules during lunch 2. Does not follow rules during passing times

CRITERIA FOR LESS RESTRICTIVE ENVIRONMENT	CRITERIA FOR MORE RESTRICTIVE ENVIRONMENT
3. Follows rules during restroom breaks 4. Follows rules before and after school	3. Does not follow rules during restroom breaks 4. Does not follow rules before and after school
C. Shows ability to interact appropriately with peers and adults 1. Does not blame others inappropriately 2. Is not overly critical of others 3. Makes positive statements to others 4. Does not hold grudges 5. Does not make excuses to justify behavior 6. Shows ability to concentrate effectively (work production, not daydreaming) 7. Able to function independently of adults (can self-direct, is not drawn into misbehavior)	C. Has difficulty interacting with peers and adults 1. Blames others inappropriately 2. Overly critical and finds fault 3. Makes negative statements 4. Holds grudges 5. Makes excuses 6. Excessive daydreaming and off-task behavior 7. Needs an inordinate amount of teacher direction
D. Demonstrates independent and other problem-solving behavior 1. Follows teacher directions in special and regular classes 2. Does not use profanity or obscene gestures 3. Accepts consequences without disruption 4. Does not make threats 5. Does not destroy property 6. Meets target behaviors	D. Demonstrates an unwillingness to learn/use problem-solving skills 1. Shows inability to work independently 2. Frequently needs to receive teacher redirection 3. Follows peer negative behavior pattern 4. Appears satisfied with inferior performance
E. Demonstrates a desire for more integration 1. Asks questions regarding behavioral progress 2. Asks questions regarding academic progress 3. Verbalizes interest in positive growth 4. Asks to move and show confidence in moving to a less restrictive environment	E. Student demonstrates more aggressive behavior 1. Makes threats 2. Makes distracting noises 3. Uses "bad" language 4. Steals 5. Destroys property 6. Verbally and/or physically attacks others
F. Shows academic growth 1. Completes classroom assignments on time	F. Demonstrates excessive defiance 1. Interrupts 2. Ignores rules and directions

CRITERIA FOR LESS RESTRICTIVE ENVIRONMENT	CRITERIA FOR MORE ESTRICTIVE ENVIRONMENT
2. Shows interest in class activities	
3. Works in class with a minimum of teacher direction	
4. Sticks with task until completed	
5. Quality of work continues to be acceptable	
6. Works on assignment with a minimum of teacher reinforcement	

Obviously, criteria such as the above can provide assistance in deciding the appropriateness in moving a student from one program to another. The use of procedures such as this and the procedures described for discipline can be invaluable tools as a district implements BD programming. Knowing, with some degree of certainty, where the program is heading and how it is planned to get there gives everyone involved the structure needed to operate in as comfortable a way as possible.

Where will they do it? Several things must be considered when deciding where in a school district and where in a building to locate a BD program.

First, the problem of where in the district should the program be placed. In districts with only one building per organizational level (one elementary building, one middle or junior high building, one high school), the concept of "mainstreaming" governs the decision. The program is housed in the building which contains students of the same ages as the BD students.

The problem becomes more complex, however, when considering placement of a program in a district which has more than one building at an organizational level. Two factors, staff receptivity and administrator

time, are important in deciding which building will house the program. The first factor, staff receptivity, simply means that whoever is responsible for locating the BD program ought to consider the attitudes of the staff in the building toward BD students. Which building staff can, and will, work most effectively with the BD program? The second factor, administrative time, must also be considered. Staffings, discipline, and teacher support connected with effective BD programs can take much administrative time, so the availability of such time is an important factor to be considered in where the program is housed.

When considering implementation of a new program, school district decision-makers often avoid placing the new program in a building that already houses another level or type of special education program. The reason generally given for this is that they want to "spread" the responsibility for the special programming around. Quite often, this only results in spreading uncomfortableness about the special programs among several buildings, and programs often end up in buildings completely unsympathetic to what the program is designed to accomplish. It is poor logic, therefore, to house a program in a building just because it's the building's "turn" for one.

Housing two or more programs together in the same building has one benefit which cannot be minimized, special teacher support of other special teachers. All too often special programs are isolated one to a building, which means that the teacher working in the program becomes isolated as well. When isolated, the special teacher has no one with whom to share the difficulties and frustrations that working intensively with disabled students can bring, and a psychological "aloneness" can develop. This can be unhealthy for the teacher, and the last thing

anyone needs in a BD program is a psychologically unhealthy teacher. It would seem that housing several programs together in the same building would reduce the risk of special teacher isolation.

Once the decision is made to place the program in which building, another critical decision must be made. Where in the building is the program to be placed? Essentially, the same process is used to place the program in the building as was used to determine which building to place it in. Which teachers are receptive to having the program near their classrooms? How close is the proposed location to help, usually the building administrator, if the teacher needs it? Is the location such that the special teacher will, in effect, be isolated? The answers to these questions are important in finalizing the decision as to where to place the program. Careless assignment of the program to a hostile or inaccessible area of the building usually results in headaches and heartaches for all concerned, so make the best assignment possible in the first place.

Conclusion

Good BD programming can only result from sizable investments of time and other resources. Most of the time and resources needed are already being invested in the students who end up in BD programs through regular disciplinary or counseling processes, often with marginal results. The effective BD program rechannels those resources into services for the student to increase the probability of success. The effective program must have strong administrative leadership, effective teachers and other

staff, ample materials and space, a well developed procedural structure, and most importantly a cooperative climate where all these factors can be joined to produce the desired results.